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THE GIFTED CHILD QUARTERLY

FOR A BRIGHTER WORLD TOMORROW MOTIVATE THE GIFTED CHILD TODAY

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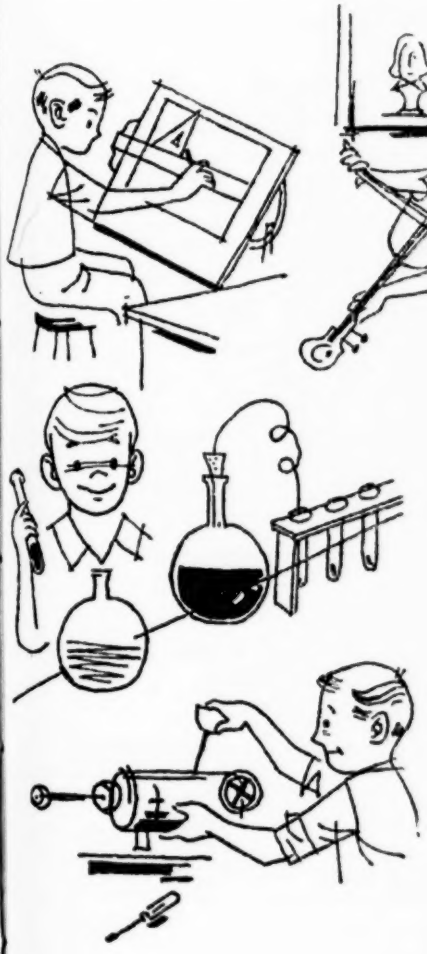

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Plan to Attend

THE

SIXTH ANNUAL MEETING

OF

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

APRIL 28-30, 1960

(Tentatively)

MIAMI, FLORIDA

We need your cooperation to make this convention the success you would like it to be. This is the first time in NAGC history that we are not holding the annual meeting in conjunction with a larger, older organization. Please give us your support by volunteering your personal assistance.

Will you serve on a panel of "Consultants and Supervisors for the Gifted"?

Do you have research in process or already completed on which you would be willing to report?

Do you have some other ideas or suggestions?

If you live in Florida, will you aid with local arrangements?

Invited papers and addresses are also being scheduled. Any member of NAGC, or any non-member sponsored by a NAGC member may participate in NAGC meetings.

Reports from local affiliated NAGC Chapters are requested. It is hoped that each chapter will be able to send one representative per fifty members who will receive Charters for the coming year, and will report on activities in their own communities.

Come to the Florida Convention

PRESIDENT'S MESSAGE

The need is greater than ever before for early identification and development of our gifted children—not only for the happiness of these children but also for the contributions which they will make in future.

In past years, the term "genius" was applied to children who scored high on intelligence tests, but this term is no longer applied today to children who are identified as potentially superior. The term "genius" is a misnomer because not all of these children in later life made significant contributions to society.

The label "gifted" then came into general usage. This term was meant to imply that there is within these children the potential or "gift" to make significant contributions providing they are given the opportunity, stimulation and challenge.

About 1950, there was still another concept of who the gifted child actually was. No longer were people content to accept an I.Q. score alone as a measure of giftedness. For a short period of time, it was insisted that the gifted child was one who scored high not only in I.Q. but also in general achievement and adjustment in all other areas. This definition was short lived for it excluded all but the truly exceptional minority.

The concept that began to develop that the gifted child might be one who is superior not only in one activity but in many activities, and even beyond this. Potentialities were recognized in some children even though they were not achieving at a high level. This concept is important for us to accept in that the ranks of the gifted must not be limited in such a way that mistakes are made among those who are left out. It is better that too many children be identified as gifted than for too few to be so identified.

With this broadened concept of the gifted child must come a changed concept of the education of these children. Whether or not they are placed in special classes or given opportunities not provided other children should not be the major issues. If the goal of education is to "promote the maximum development of every child according to his unique nature and needs," then those provisions which need to be made for gifted children must be made within the frame of this idea. The idea must not be to segregate any group of children because they need it or that the group needs to be rid of them. Instead the concept must be a striving to provide the best possible opportunity for all children.

We must recognize a broadened definition of giftedness and we must understand the place of the program for gifted children in relationship to the program for all children. When the label "gifted" helps us to better understand these children, then it is a healthy sign.

WALTER B. BARBE, President
National Association for
Gifted Children

IDENTIFYING AND MOTIVATING THE CHILD GIFTED IN ART

D. Alexander Sevrino

From my vantage point of over 25 years of training and experience in the field of art education, I have increasingly had the feeling that art education is not based upon the findings provided by researchers, especially in the behavioral sciences. I believe that the time has come to synthesize these findings for my own field and to move on, if possible, on the basis of this synthesis to new and more productive research in art education itself.

There is no doubt in my mind that dealing with the giftedness of children is closely related to the concept of individual differences and especially with the idea that all children have gifts. We know that under a system of free public universal education, we are committed to education for all children, the gifted and the slow, and we know that in the years ahead the increasing enrollments in our schools and colleges will find more of each kind of student in our classes. We need to make adequate provisions for these wide ranges of ability. It takes imagination to develop experiences for these students. It takes teachers who are intelligent and imaginative to do this job. Our schools need to be geared to achieve the maximum possible welfare for all these children from the retarded to the potential genius. This is a tremendous challenge to us, especially when we know that as many as 25 per cent of the most gifted students in our schools have only fair to poor achievement records.

The question of academic excellence has been growing in importance, certainly in the minds of parents, if not teachers. Without over-emphasizing this idea I wish to make the following point: in the last few years the term competence (meaning adequate, sufficient, meeting minimum requirements) has been used in connection with statements of desired goals in the schools as well as in connection with the statement of criteria for the selection of teachers and the evaluation of their performance. More recently, the Rockefeller Report (4) uses the term "mere competence" implying that we have tended to down-grade education with a philosophy of competency. Increasingly, then, we are talking about excellence and so it is quite natural for us to think more about the giftedness of students than it is to talk about norms or minimum standards. Terman's work with students of 140 I.Q. and above led him to believe that the gifted are the most retarded group in the public schools. In order to lessen this destructive waste of human talent in our country, we must utilize the findings of studies which I know have been made in connection with talent, and we must indoctrinate teachers to identify and to nurture talent effectively.

Having made these preliminary introductory and general remarks, I would like to address myself how to these questions: What is giftedness in the visual arts? How do we recognize it? How do we deal with it? In order to do this I believe that I should state at the outset that giftedness in the visual arts is inextricably related to creativity, and that a consideration of the problem at hand requires us to deal with the concept of creativity. The term itself has recently become respectable, inasmuch as so much of the research in the behavioral sciences has dealt with it. However, we probably remember the misuse of this term in earlier times.

Physiologically speaking we are discussing phenomena which take place centrally in the brain or cortex, where ten billion neurons act as nerve center for a complex organization with interconnections. Sense organs communicate to the cortex through signals which excite patterns of neural activity. Apparently there are various levels of creative activity; for instance, simple patterns of neural activity are used to recall and associate one image with another, whereas some images require more complex patterns of activity. The highest form of neural patterning leads to intuition, the climax of high-level problem solving. It appears that in the brain of a creative person the patterns of neural organization are constantly changing to form new structures. From the earliest time man has exercised creativity; yet we know so little about it that this must be necessarily an unconscious

Dr. Sevrino is Associate Dean, College of Education, Ohio State University. This paper was presented before the Cincinnati Chapter of The National Association for Gifted Children, April, 1959.

process. Man's capacity for plastic mental activity has been responsible for creativity and this, along with his striving to achieve new patterns or organization, leads me to emphasize that man is inherently creative and imaginative because he strives to form new concepts and to communicate these conceptualizations in aesthetic form. When he is successful this form is characterized by unity.

SPECIAL ATTRIBUTES OF THE GIFTED IN ART

Turning from physiology to psychology we find that both in the sciences and in the arts the need for order or form is common among men, but that the more creative scientists and artists tolerate disorder with a view toward finding a new and more elegant order. Psychologists tell us that artists are especially observant and that they value accurate observations. They also express part truths vividly, and, although they see things as others do visually, they see much more than others do. They are also more independent in their observations. Their universe is more complex and they lead more complex lives; they also need more freedom, and with this freedom they gain strength to have more contact with the life of the unconscious (fantasy and imagination) secure in the knowledge that they can move in and out of this realm with comparative ease and safety.

Now let us examine a statement by Henri Matisse (2) who writes about creativity. "For the artist creation begins with vision. To see is itself a creative operation requiring an effort. Everything that we see in our daily life is more or less distorted by our habits and this is perhaps more evident in an age like ours when the cinema, posters and magazines present us everyday with a flood of ready-made images which are to the eye what prejudices are to the mind. The effort needed to see things without distortion takes courage; and this courage is essential to the artist who has to look at everything as though he saw it for the first time; he has to look at life as he did when he was a child and if he loses that faculty he cannot express himself in an original—that is—a personal way". Matisse might have also included television as one of the media having such a great impact in the development of stereotypes. He reminds us that creative activity in the visual arts involves the senses, the mind (including memory) and the hand, and that these facilities are coordinated in a most marvelous manner, but they require practice and exercise. If this is true, how can we identify the capacities which we know are present in all our youth at an early age but which we find gradually inhibited and deadened through the very process of education and socialization.

STANDARDIZED ART TESTS ALONE DO NOT IDENTIFY GIFTED

It has been suggested that we utilize standardized art tests but it must be remembered that art tests, from Thorndike's drawing scale at the beginning of the century to the latest attempt in the field by Graves in his "Design Judgment Test," have been only partially helpful. Although the Graves' test is a great improvement over Thorndike's crude scale (in it Graves uses 90 items with 2 or 3 plates for each item, this touches only one aspect of the creative or imaginative act in the visual arts as we have outlined it. Other known examinations such as the Meier-Seashore Art Judgment Test, the Goodenough Drawing Test, the Lewerenz Test of Fundamental Abilities in the Visual Arts and the Knauber Art Ability Test have their limitations. One must conclude that art tests do not measure enough of the student's capacities in terms of perception, conceptualization and composition, and that if we rely on tests, the school's will not be equipped to identify art talent.

If we turn from standardized art performance or art judgment tests, it is possible that an analysis of motivational factors in visual arts experience may assist us in our task. I like to believe that all children have built-in motivations when it comes to art experience and that at later stages in their development if they have not succumbed to inhibiting influences, these motivations have been maintained and will develop. It is possible that built-in motivation may be present in every vital educative experience, but I believe that this is especially true for those who work in the visual arts.

For centuries historians and, later, psychologists have attempted to place in proper perspective the role of the ego to aesthetic experience and we now have a sufficient fund of knowledge in phychological aesthet-

ics to understand that creative activity in the visual arts provides man with a healthy and constructive way of maintaining and enhancing the self-concept. Still another aspect of motivation is that which has long been understood as enhancing creative activity in the visual arts—the need for man to experience sensory gratification (in this case the manipulation of materials and the patterning of them into sensuous visual stimuli or symbols). In the next few minutes I hope to develop the theme which emphasizes the balanced development of young persons and adults in the realms of the mind, the senses and the body. In concluding this brief discussion of some of the psychological factors involved in the motivation of man in art experience, I wish to note that I have found the Strong Vocational Interest Test to correlate highly with success in art activities at the college level. This evidence appears to square with the findings of researchers who have related college achievement to vocational goals.

The concluding portion of this discussion will deal with several approaches which I believe should be utilized in reconstructing art education practices for pre-adolescent and adolescent students. We have for many years agreed that the more effective side of the educational program is weak, but we have not outlined the ways in which this aspect of education can be dealt with more effectively. Because life is changing around us at such a rapid rate, we need to feel an increasing responsibility to help the student develop ways of how to think and how to act rather than to know what to think. Young people need the kind of experiences which will give them the power to reconstruct their ideas throughout life. Education which is based upon absolute and guaranteed security needs to be replaced by education which will develop all aspects of the growing personality, well able to cope with the uncertainties of a shifting world and well able to deal with values as well as with factual information. In the arts, Shakespeare and Picasso need to be studied as magnificent creators rather than as facile technicians.

DULL TEACHERS MISHANDLE THE TALENTED

By and large, the mishandling of the talents of students by dull and inept teaching in the visual arts has occurred at the junior and senior high school levels. Here, students who formerly received constructive guidance in the field of art experience are faced with approaches which apparently do not acknowledge the basic nature of either art experience or human behavior. Adult verbal rationalizations are used to impose formal systems. These verbalisms replace those experiences which had encouraged the healthy development of inherent art capacities at the earlier stages. Students at these upper levels rebel by becoming regressive, cynical, and aesthetically isolated. Teachers have failed to understand that ideally a student should be helped to think things through for himself, to move from knowledge to judgment, to create for himself his own system of values. Clearly, not only the teachers but the researchers in the field of the visual arts are oriented to a cultural and educational system concerned almost exclusively with man as a thinking animal. Yet there is sufficient proof for all of us to know that the visual arts in education can be viewed as contributing to the total growth of man and that the aesthetic transaction involves the total organism.

Teachers and parents of young children are daily presented with exciting examples of presentations (not representations) of the senses and the mind. And these are not unskilled attempts to copy nature nor are they charming imperfections, naive and primitive. They are the child's generalizations of ideas or things as he orders and structures them in terms of the medium. As he matures, increasingly more complex and more highly structured and rich concepts are presented for our observation. By pre-adolescence we know that the child is ready to receive a more challenging training of the senses and of the mind. We have not provided him with this; and when he rebels we rationalize his impatience by saying that he is emotionally upset because of body and other changes, and we have ascribed his disappointment in our classes to the belief that he required a more intellectual approach to the problems of art.

SOME KINDS OF TEACHING PROVES INHIBITING

It is true that youngsters of this age are more self-critical and have a wider awareness of their environment. Instead of develop-

ing more complex and more challenging theories of art education based upon the ones which were found effective at lower levels we proceed to teach perspective, color theory, design theory and draftsmanship. We do everything in our power to break down the student's inherent tendency to conceptualize and express himself in his own terms by imposing conventions and systems, having little to do with either art or personality development. After enough of these inhibiting experiences the student loses the will to perceive, to conceive and to act in the visual arts. There is a substantial body of research material on this point. Most students give up at this time, and if they are lucky they resume the process as adults under the pressure of so-called leisure time living (their need to get away from it all!)

Those of us who have taught perspective, color theory, composition, and advanced draftsmanship know that these are highly organized and formal ways of teaching aesthetic pleonomena but they may have little to do with creativity unless they stimulate the student to utilize increased facilities to create. I wish to emphasize that in my estimation the pre-adolescent and adolescent years are not the times when students are ordinarily ready to assimilate these systems but rather are years when their own systems need to be brought to a more complete development. How, then, can this be achieved? I am going to suggest three approaches, and as the research in this field develops I am sure that there will be still others to use.

The first approach is one which I consider to be aesthetically, psychologically and educationally sound. It is the one which has been used by Professor Hoyt Sherman at The Ohio State University. His teaching procedures are based on many years of study of the drawings and paintings of old masters and modern painters, as well as scientific findings in the field of visual perception. The following excerpt from Sherman's text, Drawing by Seeing, gives one a sense of what he is trying to do. "We then conceived the idea that the degree to which one succeeds in getting unity in his drawing significantly depends upon the degree to which he succeeds in getting unity in his seeing. Teaching students to draw with satisfactory pictorial organization is to a major degree a process of teaching them to see with perceptual unity—that is, to see all points in a motif with relation to a focal point. The artist needs to be able to see the whole field ot which he is looking and see it in such a way as to place the parts in the whole through referral of the points to a focal point". There is no doubt that Sherman was influenced by the work of Gestalt psychologists as well as clinicians in perception.

Sherman's teaching program includes training the eyes to see with perceptual unity: drawing, in which the things of nature are converted into two dimensional terms of the paper; and the development of attitudes of students so that the image seen with perceptual unity becomes the organizing agent in the reaction. It would appear that this is excellent first hand experience in the coordination of the eyes, the mind, and the hand.

MOTIVATION CAN BE FURTHERED

Continuing and constant creative activity gives students opportunity for testing aesthetic judgments of hypotheses in solving art problems. This in itself creates new readiness to go on; this is built-in motivation. This readiness motivates the students to test again new hypotheses which develop because of shifts of points of view and new interpretations of events and things. The approach allows for resilent, flexible activity on the part of the artist rather than the rigid stereotyped activity of the frustrated adolescent and adult. This latter characteristic obtains when adult realistic and naturalistic standards, whether they be representational or abstract, are imposed on the young student seeking his own system for expression, his own style for creating. Experiment X at the University of Georgia and a similar one in the Los Angeles schools utilize adaptions of Sherman's procedures.

I should like to point out that a well-known psycho-diagnostic clinical test attempts to describe personality and is built on the assumption that the human organism has a tendency to impose structure. It is also predicated on the assumption that unity of perception is individually motivated, selected and organized in terms of the person's needs, experiences and habitual patterns of response as well as by the properties of the stimulus itself. I am referring of course to the Rorschach Test in which one of the scoring factors (M)

is interpreted as flexibility, control, and creativity. Although Sherman's book is entitled Drawing by Seeing we may conclude that vision is not mechanical, but a grasping of significant structural patterns an that the act of perception involves perceptual judgment.

Another approach to the problem is the one advance by the Americanized version of the German Bauhaus as represented by the art education philosophy of Moholy-Nagy. The adherents of this approach lay heavy stress on the cultivation of the senses. Moholy-Nagy (3) expresses the philosophy of this school in his definitive work entitled Vision in Motion as follows: "Theoretically man is the sum total of his psycho-physical intellectual and emotional potentialities. His reasoning power parallels the emotional forces. What he knows he could also feel if he would train himself in both spheres. In fact this is his historic struggle to arrive at an integrated life in which he would function to the fullest of his capacities through a synethesis of the intellectual and the emotional, through the coordination of penetrative thinking and profound feeling, to reach this goal to feel what we know andknow what we feel is one of the tasks of our generation."

As in Sherman's theory, Bauhaus theory has been placed into operation generally at the higher education level. There is no doubt in my mind that these, as well as the other procedures I shall suggest, are appropriate and desirable at the pre-adolescent and adolescent levels also. The Sherman methods utilize machines and equipment now well known in audio-visual education; those which are required by the Bauhaus are rather simple and elemental, although they have been used at M.I.T., and at the Illinois Institute of Technology. To conclude the Bauhaus approach, let me again quote from Moholy-Nagy's epic work. He says "Vision in motion is simultaneous grasp. Simultaneous grasp is creative performance—seeing, feeling, and thinking in relationship and not as a series of isolated phenomena. It instantaneously intergrates and transmutes single elements into a coherent whole. This is valid for physical vision as well as for the abstract."

It is seen, then, that whether we consider the artist's description of the creative act (Matisse) or the theoritician or researcher's assumptions (Sherman and Moholy-Nagy) we are dealing with the total organism and its education. It may seem trite and repetitious to mention this, but I must call your attention to the fact that although we have said we recognized his for many years, we have done little about it in the classroom.

My final suggestion is based upon the work of Kimon Nicholaides (1), an artist-teacher who taught primarily in professional art schools (The Art Students League in New York City) and whose book published posthumously is entitled The Natural Way to Draw. The essence of Nicolaides' thinking is contained in the first section of this book. In it he says, "The first function of an art student is to observe and study nature. The artist's job in the beginning is not unlike the job of a writer. He must first reach out for raw materials. He must spend much time taking contact with actual objects. Learning to draw is really a matter of learning to see —to see correctly—and that means a good deal more than merely looking with the eye. The sort of seeing I mean is an observation that utilizes as many of the five senses as can reach through the eye at one time." As Nicolaides develops his theme it becomes obvious that throughout the history of art and art education we have stressed seeing—that is sight—in connection with the visual arts because pictures are made to be seen and we have forgotten that they are the products of all the senses and the mind.

It is this sort of education, that is, the development of the senses and the coordination of these with the mind and the body that we must address ourselves to in curriculum planning and development. The Natural Way to Draw by Nicolaides, Vision in Motion by Moholy-Nagy, and Drawing By Seeing by Sherman must be considered definitive works to be used by teachers of pre-adolescent and adolescent children in our schools today. They are not isolated works but are the results of much experience and research in the fields of psychological aesthetics, psychology, anthropology and sociology. I commend them to you and to your colleagues as at least starting points in the possible reconstruction of art education that produce results in identifying and motivating the gifted in art.

(continued on Page 81)

Peters, H. J. and Farwell, G. F., "Dimensions of the Superior student." Clearing House. 33 (February, 1959) 339-41. Emphasises importance of using and developing superiority. Individual must possess love of the surprise of learning, must see and feel the excitement of learning. Encouragement forms the bridge of greater productivity. Teachers also must feel and act with freedom. "Where all men think alike, no one thinks very much".

* * *

Roediger, R. "Opportunity for the Gifted". Ohio Schools 37 (May, 1959) 8-9. Indicates that gifted children need to be interpreted to their teachers, parents and selves. Through self acceptance of themselves, better rapport is established with others. The power is there, but initiative and guidance are the jobs of the teacher. The technique is to release the power and guide the way.

* * *

Sheldon, J. C. "Isolation as a Characteristic of Highly Gifted Children." Journal of Educational Sociology. 32 (January, 1959) 215-21. Found that though more than 50% felt inadequate and lacked confidence, that I.Q. in itself not sufficient cause for subjective or objective isolation.

* * *

Schroeder, J. "Talented Pupils in Grade School". Catholic School Journal. 59 (March, 1959) 23-5. Suggests that specially grouped classes of gifted be taught by superior teachers who are mentally alive, enthusiastic, able to inspire achievement, firm sans being petty, patient and sympathetic, understanding of the fact that gifted are still children, master teachers, willing to experiment.

* * *

Stanley, J. C. "Enriching High School Subjects for Intellectually Gifted Students." School and Society. 87 (April, 1959) 176-7. Criticizes most programs for characterizing art, social studies, music, extra work or eraser cleaning as enrichment. Recommends higher levels of difficulty, abstractness and complexity, as well as extra subjects through correspondence schools and enrollment in local colleges.

* * *

Tyerman, M. J. "England's Special Schools for the Gifted". School and Society. 87 (April, 1959) 168-9. Is of the opinion that special schools in England will disappear if Labor party wins the election. Indicates the schools are resented, that suspicion, jealousy, and hostility would result if America attempted to set up special schools for gifted similar to those which exist in England.

* * *

Wasserman, B. "Exceptionally Gifted in Art". School Arts, 58 (May, 1959) 19-20. Points out the child himself may not realize his talents, art teachers also might not always identify him and help him grow. Consistently present characteristics of persons markedly gifted in art include: interest and competence in other fields, ability to concentrate intensely, acute power of color/tone discrimination, dislike of repetition, tendency to evaluate experiences and originality and imagination in their work.

* * *

Wilhelms, Fred. "The Importance of People". Educational Leadership. 16 (March, 1959) 369-72. Stresses that in the deeper sense, there are no underachievers, if we look at the global environment in which the individual must function. Compares the gifted to Gulliver in Lilliput, if we want the gifted to rise, we must look to the ropes which bind him.

FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN A RAPID LEARNER

Beatrix W. Law

Waste of talent has been frequently stressed as a real threat to the satisfactory growth of society. Available talents must be utilized to maintain and promote a high standard of living. The non-achieving rapid learner contributes to this waste.

The terms rapid learner applies to the student with an I. Q. above average. The average I. Q. will include I. Q.'s between 90 and 109 as set up on the Wechsler Intelligence Scale for children, as developed by David Wechsler (2). Interpolating a grade of 'C' to the average I. Q. range of 90 to 109, there is underachievement when a student is producing two grades below the established intelligence classification.

John C. Gowan, an Associate Professor at the Los Angeles State College, has written several articles relative to underachievement. In a recent article, Gowan (1) listed the following elements taken from various research reports indicating that achievement in gifted students versus underachievement seems related to the following factors:

1. Clearness or definiteness of academic or occupational chances versus the opposite.
2. Strong ego controls and strength versus weakness.
3. Socialization and social interaction versus withdrawal and self sufficiency.
4. Good use of time and money versus lack of such habits.
5. Reading and arithmetic ability versus lack of such competency.
6. Positive character integration versus psychotic or neurotic tendency.
7. Permissiveness, intraception, and creativity versus authoritarianism in the parental home environment, or the gifted individual himself.
8. Parents who motivated and took pains or interest, versus dominant, autocratic, or laissez-faire parents.
9. Some tension in task demands in childhood (the imposition of goals which are clear and possible to attain by parents) versus either no goals or impossible ones.
10. Maturity, responsibility, and seriousness of interest versus opposites.
11. Awareness of and concern for others versus disinterest.
12. Dominance, persuasiveness, and self-confidence versus their opposites.
13. Enthusiastic, socialized, activity oriented view of life versus apathethetic withdrawal.

Through case studies of two sophomore high school girls we meet Sue and Jane. They have comparable I. Q.'s, both above average. In the same school at the end of the first six week's marking period we find Sue received five As and one C; Jane received five Fs and one D. Why did Sue achieve; why did Jane not achieve?

Let's take the case of Sue. She is the elder of two children. She has a younger sister who is pre-school age.

Her father is classified as a professional. He was graduated from an Ivy League College. He finds his work rewarding and challenging.

Their home and neighborhood meets high middle class standards. The mother does not work outside of the home. She has attended college, but did not complete a degree.

A telephone conversation with the mother revealed they were making definite plans for Sue to attend "one of the seven colleges" after graduation from high school. The decision is made, and all educational planning

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Editor's Comment

Many individuals and groups throughout the country are attempting to bring some illumination to the problems bedeviling the underachiever and those who would help with the solution. Dr. Miles V. Zintz, of The University of New Mexico recommended this paper for publication. It is his feeling that the need is pointed out for edequate ancillary services in the school, if the problems of many non-achievers are to be solved.

Beatrix Law is a teacher at Sandia High School, Albuquerque, New Mexico.

and educational achievement must be directed toward passing the entrance requirements to these colleges. During the same conversation the mother stated that Sue played the organ for the church and was also taking piano lessons. Mrs. Jones further explained that Sue had a sincere interest in music and requested that Sue be changed from physical education to a music course.

Sue is rather a shy young lady. She has excellent manners which she displays at all times and with considerable ease. She seems to be more at ease with adults than with her peer group. Sue is a most cooperative class member and often the most productive. She is very concerned about her grades. Sue has frequently informed her teachers that she must have all A's to meet the requirements of the college of her choice.

She rated above normal on a Wechlser-Bellevue intelligence (oral, individual) test (I. Q. 117). Sue is attractive, neat, and in good health. She has a sincere interest in cultural pursuits.

Let's consider the case of Jane. She is the youngest of three children. An older sister is married and living out of state. An older brother is attending a University in the same town as their home, but is not residing in the home. Her father is employed by a large national company, and makes a high-average income. He is out of town a good deal of the time. He is proud of his job and the renumeration he receives for same. They have an attractive home, high-middle class, good neighborhood, and the parents expressed pride in "their nice home". The mother does not work outside of the home.

Jane is careless in her appearance. When in a sitting position she moves constantly. In conversation she talks rapidly, and goes from one subject to another and back. With her peers she is boisterous and aggressive. She expresses a fervent desire to have friends and feels that no one likes her. She mentioned the fact that she thought she talked too much, but she just couldn't stop.

She expressed mortal fear of her father. Physical punishment is the commonplace type of correction. She showed the counselor one inch and two inch wounds on which scabs had formed. She said that her mother used a limb from a tree and hit her when she showed her mother her report cards for the first six weeks.

Jane said that her father "preaches" at the church and to his friends of how perfect he is, and then does just the opposite at home. Jane said, "I hate my father, so does my sister and brother. My sister got married just to get away from home. She didn't even love the guy, and she has never been back. My brother is going to the University here, but he won't stay at home. I am going to run away, too".

During an interview in the counseling office, the mother expressed concern about Jane's behavior. She stated many times they didn't know what to do with Jane. She emphasized over and over again the devoutness of their Christian home.

The mother is short and slight of build. There was a tenseness at all times during the interview. Moisture would accumulate around her eyes and then she would come forth with the statement, "Well we have done everything for the children", she would then regain a tense composure. She made the following statement, "I don't know why the Lord punished us with sick children"; could she be referring to the fact that all of the children had high intelligence quotients and she regarded this intelligence as a sickness.

She said their father demanded high standards of behavior as any God fearing man should. Everyone must comply to his rule, but the children just couldn't seem to learn that. The father is an elder in the Church.

In a telephone conversation with the counselor, the brother was concerned with the parental pressure and its effect on Jane. He said, "Frankly, I can not live at home. My father amply supplies the material things, but he is a crazy tryant. I know he is a sick man and I understand, but Jane doesn't".

"My mom is not so bad, but she has to do everything dad says; and when the kids do something he gets mad at all of us. Mom says you can't trust anyone, especially another woman . . . I guess no one has any real friends."

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Jane rated above normal on a Wechsler-Bellevue intelligence test. (I. Q. 117). Jane could be attractive, well coordinated, and in good health. She is fearful of authoritarian figures. She likes fast cars, and fun, but hates school. She is a constant discipline problem, and very unproductive, in her school.

Below is an analytical check list of factors contributing to non-achievement in the case studies of Sue and Jane.

Factors	Sue	Jane
Financial security	adequate	adequate
Mental capabilities	adequate	adequate
School facilities	adequate	adequate
Community resources	adequate	adequate
Personal-physical make-up	adequate	adequate
Health	adequate	adequate
Parental Education	adequate	adequate
Parental acceptance	questionable	inadequate
Adult acceptance	adequate	inadequate
Peer acceptance	adequate	inadequate
Self acceptance	questionable	inadequate
Parental control	adequate	inadequate
Ego strength	adequate	inadequate
Good study habits	adequate	inadequate
Security of position in the home	questionable	inadequate

These cases reflect the importance of parents' attitudes and values in the development of the child. Understanding and well-trained teachers, and counselors, as well as adequate school curriculum and good school administration are indeed necessary and helpful in this development. It is noted that the influence of the home as controlled by the parents is basic in the child's development.

It is pointed out here that while this school does not employ school social workers at present, the school social worker is an additional specialist badly needed in this case. Such a person might, by spending considerable time with the parents, effect some change in their understanding of family responsibilities and of the reasons why their children have responded as they have. Such work added to services already rendered, might make it possible for the counselor to successfully guide Jane through these stormy adolescent years.

All final decisions in the acceptance of any recommendations must be left to the discretion of the parents. The child is first, last, and always the parent's responsibility. Their ability to assume and properly execute this responsibility is the determining factor in the adequate development of the child. The counselor can be a guiding factor in directing this ability.

IDENTIFYING AND MOTIVATING THE CHILD GIFTED IN ART

(continued from page 77)

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Notes and News

IN OHIO

In Cincinnati The Public Library has appointed Miss Hilda Limper a library specialist for exceptional children. She is interested in working with teachers and in some cases parents of the gifted who seek special assistance in enriching the curriculum of their gifted children.

The Annual meeting of the Greater Cincinnati Council was held jointly with The Southwestern Teachers Association in the music room of the Cincinnati Art Museum, October 24th. Dr. Herbert L. Coon, Director of the University School, Ohio State University spoke on "The Gifted and Optimum Learning".

The next meeting of Cincinnati's NAGC will be held January 26, 1960, 8:00 P.M. at the home of Mr. and Mrs. E. S. Marks, 3967 Wess Park. Dr. and Mrs. Harry G. Fabe, will review Dr. Emmet Wilson's *Be Your Own Judge*, a book of value to all who welcome suggestions on how to broaden the curriculum of the gifted through increasing their appreciation of the arts.

* * *

IN OREGON

The State Legislature has approved the allocation of $250,000 for programs for secondary school students who are gifted.

IN MARYLAND

NAGC member Marion Buchman of Baltimore is the author of a volume of poetry titled *A Voice in Rama* available from Bookman Associates, 31 Union Square, West, N. Y. 3, N. Y.

* * *

IN IOWA

The last two sessions of the General Assembly has considered The Department of Public Instruction's request that special legislation be enacted for the gifted.

* * *

IN ENGLAND

Mensa, the organization whose requisite for membership is that individuals fall in the top one per cent of the population is eager to help NAGC establish a chapter. All of their members were gifted children, and as such may indeed be in close contact with gifted boys and girls in their role as parents, and uncles and aunts. In addition, there have been numerous occasions when some of the correspondence handled by NAGC makes one aware of how helpful a gifted child "emeritus" can be to the current population of gifted children. Hardly a week passes that NAGC headquarters does not receive a communication from some interested adults, who state they know of a gifted child, perhaps a neighbor or friend, and having been identified as such a child are sympathetic to find ways of assisting the boy or girl who has been called to their attention. Those who are interested in learning more about Mensa are invited to write NAGC,or directly to: Mr. Victor Serbiakoff, Honorary Secretary of Mensa, Flat One, 6, The Paragon, Blackheath, London S.E. 3, England.

HIGH SCHOOL-COLLEGE CONTINUUM FOR THE GIFTED

Broadus N. Butler

Current interest in discovering gifted students and providing more challenging opportunities for them in the face of the national need for larger numbers of scholars and experts has centered primarily upon the development of a wide range of honors programs at the college level and a variety of enrichment programs in secondary schools. But there is a third and more basic step which has merit and should be given equally serious attention.

In a large number of cities and towns, the proximity of colleges and high schools could make the administration of a high school-college continuum for superior students perfectly feasible. Such a continuum would close the gap between the two levels of programs currently being emphasized, and it will enable the more capable high school students to earn college credit for the college level work they are capable of as demonstrated in enriched courses. Moreover, a serious look in this direction will go closer to the heart of the basic problem about gearing the American educational system to meet the genuine needs, capacities, and aspirations of students, who in turn will meet the specialized needs of the nation.

The most serious feature of all of the current issues is that unless the statements about students are intended merely to serve rhetorical function of contributing to the advantage of one side or another among professional educators and commentators, the inferences about the quality and calibre of the American high school age population badly distort some facts and completely ignore others. Here are some little noted facts which may help to place the total problem in a more constructive perspective.

It is established that about 83 per cent of 14-18 year olds are now regularly matriculating schools and colleges. Between 30,000 and 60,000 of the eighteen year olds alone are precocious (1). The total of all of the maladjusted, mentally deficient, retarded, drop-outs, and otherwise incapaciated youth amounts to less than five per cent of the high school population. The number of educational services designed for and specifically focused upon the five per cent amounts to a staggering array of special schools, counselors, psychologists, visiting teachers, social workers, probation officers, and even specially designed courts. By contrast, very few services are geared to students who are capable of acceleration. Yet thirty per cent of the students of this age group are capable of moving at a faster pace.

The educational system loses more of the more able thirty per cent of students by having no well developed provisions to challenge, encourage, and motivate them than the total population of students in the deficient five per cent. More precocious students get into trouble in school because they are too smart than do deficient students because they are too retarded. Striking, but not atypical, is the case of an eighteen year old Detroit youth who is a division head and indispensible brain in an electronics firm. He is a drop-out, forced to quit school because his knowledge was too advanced for his high school courses. He was a nuisance to the teachers and administrators. He could not get into college because he was not a high school graduate, and his *grades were too low!*

In tests of General Education Development conducted in high schools and colleges in the late 1940's some fifteen per cent of high school seniors scored higher than college seniors (2). Moreover, fifteen per cent of the Harvard University 1955 freshman class entered college with one or more college credits for courses taken while in secondary school. Thirteen of these students had accumulated enough advanced credits for sophomore classification (1).

These facts deserve more careful attention and analysis because the importance of them looms larger in the evaluation of our educational system than the flood of words about general education, teacher preparation, and

REFERENCES

[1] Frank H. Bowles, "The Description of the Superior Student," Proceedings of The Annual Conference on Higher Education in Michigan (Ann Arbor: University of Michigan Press, 1956) pp. 8-9.

[2] Harvard Report: "General Education in School and College" (Cambridge: Harvard University Press, 1952) and Harvard Report: "General Education in a Free Society" (Cambridge: Harvard University Press, 1946).

Dr. Butler is Assistant to the Dean, Wayne State University, Detroit 2, Michigan.

finance. Moreover, these facts should invite educators to give more attention to them, especially in view of the widely publicized figures suggesting that over seventy per cent of the nation's top scientists are foreign born and educated, and virtually all members of the group directing the nation's missiles and rocketry programs were recruited from the main enemy of the last two great wars, Germany.

Any program which will produce a sound increased opportunity to those capable of the greater responsibility will also serve to accelerate the educational system more realistically in harmony with the genuine, rather than the assumed, abilities and capacities of our youth. An increase in real opportunity will measureably resolve the persistent dilemma that youth are systematically deterred from the full exercise of their talents while at the same time a stigma is placed upon them for being less able scholars and technicians than their European and Eastern counterparts.

Obviously there are no simple answers to the complex problems of improving our educational system and producing larger numbers of scholars, researchers, and top flight performers in the fields vital to the security, welfare, and perpetuation of the ideals of this nation. But equally obvious is the present imperative to seek answers. There are a few relatively simple but courageous steps which can be implemented to further increase the educational opportunity of the precocious youth and, at the same time, increase the probability that the average and bright students will be motivated to constructively utilize a larger measure of their latent capacities.

At least part of the answer to the increase of real educational opportunity may be found by taking a harder look at the artificial, but firm, separation between high school and college.

> "This, then, raises the question as to whether colleges can offer direct assistance to secondary schools in the offering of courses which will provide an adequate challenge to superior students and give them a chance to move forward academically at a rate commensurate with their ability. This possibility moves the offering of advanced courses in secondary schools from the level of theory to the level of administration. It puts it squarely up to the colleges to consider whether or not they can join with secondary schools in the development of courses appropriate to superior students. As far as I know, there are no reasons, except administrative reasons, why this cannot be done. In fact, in such continuum students may move forward in their studies as fast as their time and their abilities will permit [2]."

The logical consequence of this suggestion must be a more definite movement in the direction of a "high school-college continuum", like the college-graduate school continuum, in which students will have a real and present opportunity and encouragement to progress as rapidly and as soundly as their individual capabilities will permit. There are hundreds of urban communities in which high schools and colleges, or universities, are in close geographical proximity. Unfortunately, most of these high schools and colleges stand at too great administrative distance to see their academic propinquity.

Valuable educational results will accrue if more cities will begin to seriously experiment with a high school-college curriculum wherein the educational program of the high school freshman will begin immediately to be "college-centered" and will gear and interpret educational premiums and rewards in terms of achievement and knowledge rather than numbers of courses and credit units. The results will be surprising, especially because most students normally mature unevenly, and the opportunity to advance in a specific discipline is generally restricted by a program which requires him to progress evenly over a broad range of courses and unit requirements. Such experimentation will also test the possibility that the order of prerequisities among courses may not necessarily represent the best order of learning for many students. For example, it may be that many students may learn algebra and geometry more readily if they have had a prior intro-

[1] Bowles, Op. cit., p. 20.
[2] Frank H. Bowles, Op. p. 20. Also reported in: Workshop on College Administration, University of Michigan, July, 1956.

duction to logic or if the teaching of mathematics significantly incorporates logical methodology (1). Likewise, many students who use reasonably good idiomatic English while writing and discussing projects in the social sciences and humanities courses find it very difficult to write with equal command of English for courses titled English Composition. The reverse is also the case with too many other students. If English Composition were a specific pre-requisite for other humanities and social sciences courses, students who experience difficulty with English Composition courses would be in the anamalous position of trying to learn English Composition while being denied exposure to the very arts and sciences which give meaning and vitality to English Composition. We suspect that this is presently the case in the relationship between mathematics and the physical sciences. Why, then, cannot a pilot high school-curriculum be designed in which a student can acquire a bachelors degree in a more flexible relationship of subject areas and have the number of years depend almost wholly upon demonstrable ability and motivation (2).

There is ample evidence that many, many students who are capable of such acceleration are neither encouraged nor challenged to do so by the educational programs as they presently operate in most cities. The telescoping here suggested, if properly administered, should bring a return to the traditional emphasis upon general and liberal education in high schools without the attendant stigma of a class-conscious educational elite curriculum being imposed upon students. Moreover, this step would go far to alleviate the much discussed problem of how to discover gifted students. The answer will be relatively simple: watch for students who respond to and move ahead in presence of the real rather than the feigned opportunity and challenge to pursue advanced learnings. They will unmistakably reveal themselves and also reveal their desire and need for constructive encouragement. Moreover,

> "It is acknowledged on all sides that American higher education is facing a crisis and that if we are to continue the 'pursuit of excellence' on which our society's growth, health, and safety depend, we shall have to bring to bear both great resources and great imagination. Many things will need to be done to meet the mounting demand which is the result not only of a drastic increase in the college age population, but also of the steadily rising proportion of our young people who are seeking a college education (3)."

It is perfectly all right to have the high school diploma as a reward and incentive for those students who, for whatever reasons, must look to the diploma as a terminal goal. It is a hadicap, though, when the diploma functions as an impenetrable barrier to the opportunity for exposure to and credit for higher education studies. In the case of from one-fifth to one-fourth of the high school students, it does just this. The overwhelming majority of the upper thirty per cent are in this group!

To put two questions quite directly: Why cannot college courses be made more accessible to high school students who are cap-

REFERENCES

[1] For example, the method of teaching mathematics designed by Professor Max Beberman of the University of Illinois.

[2] This is not to imply that such experiments are not now being conducted. It is to suggest that their results should receive more widespread attention.

[3] See: The New College Plan. A proposal for a major departure in higher education (Amherst: Amherst College 1958) p. 1.

able of profiting by them? And, why cannot college courses be implemented in more of the secondary school centers where the students are, instead of requiring them to leave their peers, family, and social milieu to go to a college center? The answers require neither a radical nor a revolutionary administrative change in the existing pattern of secondary or higher education. But they will require *real cooperation* rather than the present highly refined *artificial articulation* between high schools and colleges.

The questions are not new. They just need more widespread communication. Some accelerated programs already operate under limited conditions (1). In one arrangement high school students are invited to take accelerated "high school" courses, and they may later qualify for college credit by special examination where colleges offer such examinations. In another arrangement, high school students are admitted by examination to college campuses where they become members of a special status group, usually called a basic college. However, each time the accelerated program is implemented, either the post-high school courses retained the high school identification and the artificial technical barrier against college credit, or the accelerated students are placed on college campuses as basic-college isolates. It is important to note what students did even under the limitations of these programs.

When the accelerated high school program was established by the City of Detroit 500 students were declared eligible and 265 actually participated. The accelerated courses included Literature, Algebra, French, Latin, World History, Health, Art, Music and Biology. The results of the first semester were convincing. "Out of a passible 900 final marks, 36% A's, 34% B's, 22.5% C's, 6% D's, and 1.5% S's. (2). This was interpreted to mean that 70 per cent of the students did excellent work in the advanced courses. And 92.5 per cent demonstrated ability to keep up average and better work. Only 1.5 per cent failed to demonstrate ability to move ahead. In the Ford Foundation Basic College programs, the overwhelming majority of the students gained placement in the regular college programs with advanced standing by taking examinations with the regularly matriculated college students. Most of these students completed the college degrees in the regular four year period from the time of entry in the basic college. A few completed the degrees in less than four years, and—remarkably—the attrition rate for purely academic reasons was virtually zero.

Another factor much overlooked is that because of a combination of flexibility and laxity in the southern school systems, many southern students were able to finish high school and enter college at fourteen or fifteen years old and, in a few cases, as early as thirteen years old. The college records will show that these students continued to maintain upper one-half and upper one-third standing in their college classes. Some of them graduated with highest honors and experienced no special difficulty in the best Graduate Schools. Here again, a hard look at the growing number of these cases may explode the generally held theory about the relevance of the "social maturity" factor in academic achievement.

These observations are suggestive. The attempt here has been to bring closer attention to two foci in the educational system which invite further study—a latent capacities of the students themselves and the artificial hiatus between high school and college. The data are not conclusive but they strongly suggest a fruitful direction for present study.

[1] For example: The High School Science in Brooklyn, N. Y.; The Gifted program at Cass Technical High School, Detroit, Michigan; and other such programs which are slowly developing in larger cities. At the college level, the Ford Foundation Basic College Program has made notable opportunities for high school youth.
[2] Detroit Education News, XXV, 7, March 19, 1958, p. 4.

THE PARENTS' PAGE
by
Dorthea M. Dryer

Editor's Note: This column is being guest written by a parent and former teacher who requests that she be anonymous.

There is a family who belongs to NAGC who have had great success in motivating their children to good achievement. With one child there was a problem of inattention. He was quick enough to get the facts the first time they were presented by the teachers. However as work was repeated for the benefit of the slower ones, his attention would wander to something else. As a result he developed a habit of constant inattention. Subsequently when new work was presented he did not even recognize this as such, because he was not interested. When tests were given he lost out completely. Instead of getting good grades, his brightness led him into poor grades. Had he been an average child he would have been willing to listen to repeated explanations, and achieve average grades.

At the end of the first semester, the parents went to school for a consultation with the teacher. They were told he was very dull, lazy, paid no attention, did not do the required work, and had no interest in the class, a perfect description of a slow child. When the parent talked with the child and discovered his problem of boredom, it was necessary to make the child realize his grades were his own fault. The teacher could not be expected to arrange the work of the whole class to accommodate him. It would be necessary for him to adjust himself to the class. The parent could understand the boy's adjustment to boredom but could not approve.

After the boy's attitude changed, and he began to pay attention, he realized how very much he had missed. He found he could not understand the current work without outside help. The boy and his mother then went over the principals of arithmetic, the outline in social studies, and the definitions in grammar. Special care was paid to homework and class assignments. The next semester the grades had improved. The following conference with the teacher indicated that he was a different boy.

The boy's chief motivation was his desire to pass the entrance examinations to the selective high school he wanted to enter. The teacher flatly declared there was no sense to his efforts, he would never do it. Nevertheless, through his hard work, he prepared himself sufficiently and passed the examination.

Now he is a freshman in the special school, and doing fair work. His old habit of inattention gave him trouble the first semester. Again he realized that in this College Preparatory School there would be no day dreaming, even for a few minutes, because too much was going on to miss. After the first report he again buckled down to work, and his teachers are now beginning to have good words for him. His parents greet each high mark with hearty approval, because they know how hard-won they are. He has proved that far from being a dull child, he was simply a forgotten or overlooked gifted child.

Readers are urged to share ideas that may be of help or interest to parents. Please send contributions for the parents page direct to: Mrs. E. J. Dryer, 3636 Davis St., Washington, D. C.

CONTESTS SPUR ACHIEVEMENT OF THE GIFTED

One of the ways in which gifted children can be made further aware of their potentialities in addition to recognition given them by the institutions termed home or school, is through successful participation in contests. In many a community there are local contests which teachers and parents can call to the attention of their children. In some communities where none are held, perhaps local organizations could be interested in sponsoring them. Brief descriptions of contests currently being held follows.

THE UNITED STATES JUNIOR CHAMBER OF COMMERCE AND THE MUTUAL BENEFIT LIFE INSURANCE CO.

For the second consecutive year the United States Junior Chamber of Commerce and the Mutual Benefit Life Insurance Co., are offering $13,950 in scholarships to winners of the writing and speaking competition for high school seniors. "My True Security" is the topic for the programs which will be held from January to March throughout the nation. Write to Boulder Park, Box 7, Tulsa 2, Oklahoma.

THE CINCINNATI GAS & ELECTRIC CO.

The Cincinnati Gas & Electric Co. is sponsoring an "Our House" Contest, open to children served by this company, and in grades one, two and three. Ten monthly U. S. Saving bonds are being awarded for five months with grand prizes of $1000 scholarship in the form of U. S. Saving Bond and two lesser prizes of $100.00 saving bonds.

SCHOLASTIC MAGAZINES

Scholastic Magazines is sponsoring the thirty-third Scholastic Art Awards Contest. Boys and girls in grades seven to twelve may enter their work in many categories under the following classifications: painting and drawings, graphics and design, Commercial Design, Three Dimensional Art and photography. In many communities throughout the country there are regional co-sponsors who screen entries and offer local awards. Awards include gold medals, scholarships and money. For further information please contact Scholastic Magazines, 33 W. 42nd St., N. Y. 35, N. Y. Entries must be made regionally.

SCHAEFFER PEN CO. AND SCHOLASTIC MAGAZINES

Co-sponsored by the Sheaffer Pen Co., Scholastic Magazines is also sponsoring a Writing Awards contest. Entries for this contest must reach Scholastic Magazines postmarked not later than March 1, 1960., may be made by students in grades six through twelve in classifications which include: short story, poetry, essay and dramatic scripts. National awards total $3,675.

SCIENCE TALENT SEARCH, WESTINGHOUSE SCIENCE SCHOLARSHIPS SCHOLASTIC MAGAZINES

Forty Scholarships will be awarded to Senior High School students, ($34,250 total) with highest achievement on a two and one half hour science aptitude examination. In addition each must submit descriptions of scientific studies he or she has carried out, school records, together with faculty recommendations. Parents and counselors of students now in their junior year can help budding young scientists plan to partake in this program in their senior year. Examinations are administered in the fall. Further information can be had by writing Dr. Watson Davis, 1719 N. Street, N.W., Washington 6, D.C.

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PROGRAM SUGGESTIONS FOR MEETINGS OF LOCAL NAGC GIFTED COUNCILS

1. Panel discussions by: (a) gifted children, (b) their parents, (c) their teachers, and moderated by a teacher, a professor, guidance advisor or a member of the community at large.
2. The results of the annual NAGC contest in your particular part of the country. These essays can be read by the contributors, then discussed by the audience.
3. An open meeting titled "Come And Share Your Ideas."
4. Presentation of current findings in the literature by members of the group.
5. Calling upon community resources, utilizing the talented persons in your community to discuss how to encourage the child:
   A. Who is musically gifted.
   B. Who shows art ability.
   C. Who has indicated a mastery in the field of Language Arts.
   D. Who is interested in Science.
   E. Any others along similar lines.
6. Resource people in your own community who work with gifted children in specialized programs if there are such.
7. Paid speakers.

Benefits for Schools and Communities Where Local National Association for Gifted Children Sections Exist

1. Continuous ongoing evaluation of program.
2. Opportunity for teachers and staff to exchange notes, acquire new ideas.
3. Opportunity for parents to gain further insight into how they can most effectively guide the development of the child's talents.
4. Vehicle for acceptance of program, both on the part of professional educators and the lay public.
5. Help in preventing the adoption of practices which might be unsuited to a given school.
6. Help in preserving good practices and encouraging more widespread knowledge of good procedures.
7. Assistance for the school and community in keeping abreast of current programs, practices and research recommendations.
8. Providing current copies of THE GIFTED CHILD QUARTERLY, plus various additional publications and bibliographies to interested groups and individuals.
9. Sponsoring of local awards for the annual essay contest to stimulate interest in the gifted.
10. Providing speakers and program assistance to other educational and lay groups interested in the problems of the gifted.

For further details on how to start a local NAGC Section please contact

NAGC HEADQUARTERS

409 CLINTON SPRINGS AVE. CINCINNATI 17, OHIO

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WHAT NAGC DOES

1. Provides articles and reprints, and publishes the QUARTERLY.
2. Gives program assistance to all interested groups.
3. Plans National Conventions.
4. Helps subsidize programs at all levels.
5. Encourages research.
6. Sponsors an annual essay contest to stimulate interest in the gifted.
7. Serves as a clearing house.
8. Keeps abreast of current programs, practices and research findings.
9. Helps schools get started on their programs.
10. Aids parents of gifted.

FOR A BRIGHTER WORLD TOMORROW, LET US AID GIFTED CHILDREN
IDENTIFY, DEVELOP AND WISELY USE THEIR TALENTS TODAY
JOIN NAGC

MEMBERSHIP APPLICATION

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

409 Clinton Springs Avenue **Cincinnati 17, Ohio**

Date_____

Name_____ Telephone Number_____

Home Address_____
Street City Zone State

School, Business or Profession_____

We welcome you as:

AN INDIVIDUAL

_____$5 a Regular Member
_____$10 a Contributing Member
_____$25 a Sustaining Member
_____$100 a Life Member

A GROUP

_____$25 a Regular Member
_____$100 a Contributing Member
_____$500 a Sustaining Member
_____$1000 a Patron